

Music Curriculum

K4

Students will:

- Sing songs in developmentally appropriate range (using head voice)
- Play a variety of pitched and unpitched instruments, body percussion
- Echo short rhythmic and melodic patterns
- Improvise with simple instruments to songs, stories and poems
- Describe basic elements, including pitch, tempo and dynamics
- Distinguish and identify sound sources and sounds of common instruments
- Move in response to pitch, dynamics, tempo and style
- Learn songs from diverse cultures

K5

Students will:

- Sing songs in developmentally appropriate range, some from memory
- Play a variety of pitched and unpitched instruments, body percussion
- Echo short rhythmic and melodic patterns and maintain a steady tempo
- Improvise with simple instruments and body movements in response to recorded music
- Identify and distinguish sounds of common instruments and use personal vocabulary to describe elements including pitch, tempo and dynamics
- Show body movement in response to recorded music
- Play appropriate instruments, sing songs, and play games from diverse cultures
- Begin to read and write basic non-traditional and traditional musical notation
- Compose using non-traditional symbols to represent musical sounds

1st Grade

Students will:

- Sing songs using head voice, some from memory, representing varied styles
- Read, write and play a simple melody on a pitched instrument (glockenspiel) using traditional musical notation
- Read and write short rhythmic patterns using non-traditional and traditional notation and maintain a steady tempo using non-pitched instruments
- Improvise with simple instruments, singing and body movements in response to recorded music and to accompany play activities and games
- Identify basic music symbols such as staff lines and spaces and treble clef sign
- Sing and move in an ensemble responding to the cues of a conductor

- Use dramatic play, word play and vocal improvisation to describe emotional responses to music and also to integrate music into other disciplines

2nd Grade

Students will:

- Sing songs, representative of varied styles, some from memory
- Read, write, compose and play a simple melody on pitched instruments (glockenspiel / recorder) using traditional and non-traditional musical notation
- Read and write rhythmic patterns using traditional notation and demonstrating an understanding of meter, and play these while maintaining a steady tempo
- Improvise with simple instruments, singing and body movements in response to recorded music and to accompany play activities, games and books
- Identify musical forms such as motive, phrase and verse/refrain
- Integrate music into other disciplines including storytelling, writing, drawing and dramatic play
- Sing, move and use dramatic play (speaking roles) in an ensemble, responding to the cues of a conductor
- Describe emotional responses to and personal preference for specific musical works and their own performances

3rd Grade

Students will:

- Sing independently and with others, expressively, on pitch and while maintaining a steady tempo with developmentally appropriate vocal technique
- Sing varied repertoire including rounds, partner songs and two-part singing
- Play pitched and unpitched instruments reading basic, traditional musical notation accurately and with a steady beat providing accompaniment
- Dramatize music with words or appropriate body movements
- Read, write, sing and play rhythmic and melodic notation in varied tonalities
- Identify symbols and terminology for dynamics, tempo and articulation and interpret them correctly when performing, identify major and minor tonalities
- Study recorder through reading and playing simple songs
- Improvise short songs, instrumental pieces using a variety of sound sources
- Sing in a group in a musical format and in response to cues from a conductor
- Use appropriate terminology when explaining music, music notation, and instruments
- Demonstrate audience behavior appropriate to context

4th Grade

Students will:

- Sing varied repertoire including rounds, ostinati and two-part singing to include pentatonic, major and minor tonalities (with proper vocal technique)
- Play pitched and unpitched instruments while others sing or play contrasting parts, sometimes with syncopation
- Improvise (in same style), responses to given rhythmic and melodic patterns
- Dramatize music with words and/or appropriate body movements
- Compose short songs or instrumental pieces within specified guidelines
- Identify musical symbols/ terms and interpret them correctly in performance
- Identify by sight and sound a variety of instruments
- Continue study of recorder through reading and playing advanced songs
- Compare and contrast common terms used in the arts (e.g., “texture”, “form”)
- Listen to and identify examples of music from various historical periods and world cultures, describe how the elements of music are used in these
- Sing in a group, in a musical and in response to cues from a conductor, dramatize in a musical setting - solos and spoken dialogue

5th Grade

Students will:

- Read, write and play basic, traditional musical notation accurately and with a steady beat, use pitched and unpitched instruments as well as voices with use of appropriate vocal technique
- Improvise simple rhythmic variations and melodic embellishments
- Identify all basic musical forms visually and aurally and use appropriate terminology to explain musical elements and notation
- Dramatize a now extended portion of instrumental music with appropriate body movements, identifying emotional responses to prominent musical characteristics and portraying these physically, verbally
- Choose or compose music to accompany a dramatization, write a story to accompany a piece of instrumental music from various styles
- Apply specific and appropriate criteria when judging quality of performances, their own and those of others, accepting and using constructive suggestions for improvement
- Listen to and identify examples of music from various historical periods and world cultures, describe how the elements of music are used in these
- Sing and play in a group setting and in response to cues from a conductor
- Explain how the subject matter of other disciplines outside the arts interrelate with those of music
- Create theatrical improvisations, develop basic acting skills to portray characters, research and organize improvisations and scripted scenes, resulting in the performance of a short play or set of scenes

Middle School Chorus/Drama

Students will:

- Sing in an ensemble in unison, two and three parts, blending vocal timbres, and matching dynamic levels with the appropriate style in response to cues from a conductor with most songs sung from memory
- Study solo singing with proper vocal technique and technical accuracy
- Implement Solfege for beginners with appropriate hand signs
- Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing
- Write a song using standard notation, perform song
- Identify how the the arts interrelate
- Create theatrical improvisations, develop basic acting skills to portray characters, research and organize improvisations and scripted scenes, resulting in the performance of a short play, musical or set of scenes
- Dramatize a now extended portion of instrumental music with appropriate body movements, identifying emotional responses to prominent musical characteristics and portraying these physically, verbally
- Apply specific and appropriate criteria when judging quality of performances, their own and those of others, accepting and using constructive suggestions for improvement